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ABSTRACT

This collection of writings by trade book authors, public school teachers, and college-faculty offers support for using children's literature in history education. Divided into three parts, the Introduction asks "Why Teach History to the Young?" (Terrie L. Epstein). Part 1, "The Creative Process," addresses the process of writing and illustrating historical fiction and nonfiction with essays that include: (1) "Perspectives on Historical Fiction" (Joan W. Blos); (2) "Historical Nonfiction for Young Readers: An Artist's Perspective" (Leonard Everett Fisher); (3) "Voices from the Past" (Milton Meltzer); (4) "Finding Ourselves in History" (Pam Conrad); and (5) "Bring 'Em Back Alive" (Russell Freedman). Part 2, "Research and Other Considerations," compares and contrasts history textbooks and trade books by examining content emphasis and coverage, along with other stylistic concerns, in the essays: (1) "The Content and Writing of History in Textbooks and Trade Books" (Carl M. Tomlinson; Michael O. Tunnell; Donald J. Richgels); (2) "'I Wanted to Be There': The Impact of Narrative on Children's Historical Thinking" (Linda Levstik); and (3) "Unmasking the Fiction of History: Children's Historical Literature Begins to Come of Age" (Michael O. Tunnell). Part 3, "Practical Applications," shares teacher-tested strategies for structuring history units around the reading of children's and adolescent literature and includes the essays: (1) "A Look at Other Trade Book Topics and Genres" (Richard Ammon; Diane Weigard); (2) "Approaches for Using Children's Literature to Teach Social Studies" (Judith S. Wooster); (3) "Teaching the Holocaust through Trade Books" (Gail Tunnell; Jeannie Ammon); and (4) "Breathing Life into the Past: The Creation of History Units Using Trade Books" (Anita Downs). (EH)

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